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# TODAY'S KINDERGARTEN

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Fourth printing, February 1989

# TODAY'S KINDERGARTEN

Written by CAROL SEEFELDT

Produced by KAREN O'CONNOR

MASSACHUSETTS FIELD CENTER FOR  
TEACHING AND LEARNING

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## Foreword

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*Today's Kindergarten* has been prepared to answer some of the most commonly asked questions regarding the Kindergarten. It reflects the consensus of opinions from teachers, administrators, and early childhood specialists expressed at the conference "Today's Kindergarten: Pleasure or Pressure?" sponsored by the Massachusetts Field Center for Teaching and Learning in the Spring of 1987. *Today's Kindergarten* was written by Carol Seefeldt, professor of education at the Institute for Child Study of the University of Maryland in College Park. The publication of this booklet was made possible by the generous support of the Zayre Stores.

Karen O'Connor  
Associate Director  
MA Field Center for Teaching and Learning

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# The Kindergarten

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The Kindergarten, meaning a garden for children, originated in Germany in the late 1800's. In America, Kindergartens became a part of public school education in 1874. Today, children of 4 or 5 years of age learn through play and activities designed specifically for them in the Kindergarten. Nearly 90% of all 5 year olds and 40% of 4 year olds attend some type of public school Kindergarten program.

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## A Look Inside

Deeply engaged in conversation, two children are splashing brightly colored paints on paper at the easels. A group is reading at the library table and three children are arguing about how to get the baby to sleep in the housekeeping corner. Throughout the room, children are active and busy — playing board games, completing puzzles or putting the finishing touches to some art project.

The teacher is equally as active. She stops at the block area to discuss balance and the use of the incline plane with the builders. Then she prints a sign for these children "Airport Parking \$4.00." Moving to the table area she guides children playing with dominoes to an understanding of the fundamentals of addition.

Throughout the morning the teacher extends children's thinking. She adds an experience for one child, poses questions to others. Each encounter is taken as an opportunity to introduce new vocabulary and to make use of the printed word. The teacher challenges each child to expand his or her thinking and ensures that each succeeds in the process of learning.

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## What Should I Expect to See In a High Quality Kindergarten?

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### LEARNING CENTERS

Learning centers are arranged throughout the room. There is plenty of space and materials for children to use as they learn.

There are spaces for block building, a variety of art activities, music, reading, play with board games, puzzles and other manipulatives, socio-dramatic play, writing, science and math play.

## **ACTIVITY**

Children are active — mentally, physically, and socially. They move freely through the learning centers, selecting materials and activities, directing their own learning.

Teachers are active also. Teachers circulate among the centers. They guide, support and teach individual children or work with small groups of children.

Active rooms are not necessarily quiet. The hum of involved, busy, learning children is present. Children are encouraged to move around the room, to play and to talk with one another and adults.

## **AN INTEGRATED CURRICULUM**

Rather than a separate subject approach to the curriculum, the curriculum is integrated. The day is not divided into distinct times for individual subjects such as math, reading, art and social studies. Children learn concepts from the subject areas through a variety of integrated experiences.

For example, the children arguing about how to get the baby to sleep in the housekeeping area are learning content from the social studies, language arts and sociology. As they argue they are developing social skills. They must use language to convince one another. They use new words as they articulate their positions. They actually experience the sociology of the family as they act their roles.

## **BALANCE**

Activity is balanced with periods of quiet and rest. There is a balance of individual, small and large group work. Cognitive activities, those requiring mental activity, are balanced with those designed to promote children's social, emotional and physical needs.

Indoor play is balanced with outdoor activities and learning opportunities and child selected activities are balanced with group or teacher directed activities.

## **CHOICES**

Children make choices about their own learning. They have both the time and freedom to explore, experiment and experience as they engage in hands-on meaningful activities.

They select the centers in which they will work. And once the center has been selected, there are choices within the center. In a literacy or writing center they may decide to print their name using rubber alphabet stamps, type their name, use the plastic letters to assemble their name or they might practice writing it on the small chalkboards.

Throughout the day, children have the choice of talking with one another, with adults or not talking at all. They have the choice of creating with a variety of art media without having to duplicate work done by an adult or another child.

The advantage of making choices is that children are able to experience the consequences of their choices. Choosing and experiencing the consequences helps develop independence and responsibility.

### A CHILD CENTERED APPROACH

The unique characteristics of children are enjoyed and direct the Kindergarten program. Children are encouraged and supported as they play, explore and learn. Interesting, stimulating experiences are provided which do not set children up for failure.

The whole child is respected. The Kindergarten supports children's social, emotional, physical, as well as intellectual growth.

Although Kindergarten children share similar characteristics, there are wide differences in maturation, development and needs between individual children. Each child's interests, maturation, abilities and needs are respected in the Kindergarten.

The child's family is supported and included in the program. Parents are kept informed and encouraged to observe or participate as they can.

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## When Is a Kindergarten Developmentally Appropriate?

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*The characteristics of young children and knowledge of how children learn, are the foundation of developmentally appropriate kindergartens. Appropriate curriculum in the Kindergarten means that the activities and experiences planned are:*

- suitable for all children.
- right for each individual child.

# What Are the Characteristics of Young Children?

Research documents that young children are:

- active — mentally, physically and socially;
- developing control over small and large muscles;
- learning to use speech and language but still have undeveloped auditory and visual perception;
- curious — instinctively driven to explore, find out, experiment;
- want and need to learn and be productive;
- sensitive and will go out of their way to avoid anything unpleasant or unsuccessful;
- attentive for long periods of time if they have chosen the activity;
- in the “good boy-girl” stage of morality and want to please adults;
- vulnerable and fragile, in need of protection, attention, love and security;
- different than adults and older children — children under the age of 7 or 8 think differently than adults.

## When Do Young Children Learn Best?

Research documents that young children learn best when they:

- participate in a variety of hands-on experiences — vicarious learning is productive only when based on a foundation of actual, first-hand experiences;
- are successful — a great deal of success is required for children to be motivated to learn more and more;
- use language, written and spoken, in connection with their own actions;
- are able to take the initiative, making choices and experience the consequences of their decisions.

“There is scientific evidence to corroborate what good teachers and parents have always known — early childhood learning activities must be appropriate to the child’s age and stage and personal interests to promote success.”

Sue Bredekamp, Ph.D.  
Director, National Academy of Early Childhood Programs,  
National Association for the Education of Young Children

## Why Do Children Play in the Kindergarten?

But this doesn’t look like school! Many people think that children only learn when they are quiet and sitting still. Children in Kindergartens of high quality are active and they play.

Play is the most productive way for 4 and 5 year-old children to learn. Through play, children are able to take what they already know and apply it to new situations. Play gives children opportunities to develop communication and social skills. It involves all the senses and is the most effective means of instruction for Kindergarten children.

The more children play the higher their intelligence. There is solid evidence that children who are deprived of play opportunities are those who have trouble with later school work. Children with meager opportunities for educational play in the Kindergarten have little chance of bringing concepts or the ability to use symbols, to the academic work of the later school years.

Educational play, the kind that takes place in the Kindergarten, is the foundation for all other learning including learning to read, write, compute, obtain concepts from the biological, physical, and social sciences, to think and create.

Because teachers understand the value of play, they take children's play seriously. Teachers carefully arrange for different types of play — socio-dramatic, constructive, manipulative and games with rules.

### SOCIO-DRAMATIC PLAY

Socio-dramatic play, when children take on the role of another pretending to be the mother, teacher, pilot, doctor, is a powerful tool for learning. Engaged in this type of socio-dramatic play, children use symbols and hold these in their minds for long periods of time. Using a block as if it were a loaf of bread, children are using the mental skills of symbolization and memory.

Language is necessary to keep socio-dramatic play moving along. And highly sophisticated language at that! Children communicate with one another as they play house, store, or airplane travel. They must convince one another, through language, to take on and sustain the different roles, to agree on plots and the meaning of the props.

Written language is used. Numerals are written as children record telephone numbers. Bills and receipts are filled in, grocery lists, letters to grandparents and reports are written.

### CONSTRUCTIVE PLAY

Constructive play results in a product — a block building, painting, drawing or other piece of work. Constructive play requires that children think. They must recall and image some experience, feeling or idea. Then they have to think of

"In free play children are free to respond as they will. But the teacher isn't free. The teacher has to work like a dog. The teacher's first and most basic contribution is providing the foundation of firsthand experiences out of which good free play flows. Imagination does not come out of the blue. It does not develop out of nothingness. Imagination has its roots firmly and deeply in what children know, in what they have seen, in what they have done, in where they have been."

**Jimmy Hymes, Ph.D.  
Professor Emeritus,  
University of Maryland.**

how they will represent this in symbolic form. Finally, they as others, take meaning from the product.

Creating is the highest form of cognitive activity. Children must have many opportunities to think creatively. That is, if they are to grow to become fully participating members of a democratic society.

## SENSORI-MOTOR PLAY

Sensori-motor play is necessary and valuable. This form of play is actually an expression of sensori-motor intelligence. For children in the Kindergarten, sensori-motor play is the foundation for concept formation.

Through their senses and actions, such as handling blocks that are large but hollow and light, and those that are small but heavy, children gain concepts of heavy and light, small and large. Concepts that are impossible to learn other than through direct, sensory experiences.

“Children need years of play with real objects and events before they are able to understand the meaning of symbols such as letters and numerals.”

## GAMES WITH RULES

Board games, card games, and lotto, are examples of games with rules. This play gives children practice following rules, counting, using numerals and other symbols. Children learn to take turns, to plan and plot strategy.

“Children do not learn language, or any other concepts, by being quiet and listening to a lecture.”

# But Will They Learn to Read and Write?

Of course Kindergarten children learn to read and write! But the way they learn is different than the way adults learn a skill. Teaching reading and writing in the Kindergarten is an informal, completely individualized process. It is directed toward each child's maturity level readiness, interests and background of experience.

The ability to read requires a solid background of oral language. This is the reason the Kindergarten must be alive with the sound of children's voices. They must speak and listen, not only to one another, but to stories, songs, poems and finger plays.

Teachers read aloud several times a day in high quality Kindergarten programs. Children learn the sounds and patterns of our language as they listen to teachers read folk tales, stories, poetry, songs, chants and news reports.

Sue Bredekamp, 1987,  
Ph.D., Director,  
National Academy of  
Early Childhood  
Programs, National  
Association for the  
Education of Young  
Children

Because 4 and 5-year olds have little understanding of the meaning of “words,” “letters,” or “sentences,” nor much grasp of the idea that symbols in books stand for the words they say and hear, a goal of reading instruction in the Kindergarten is to teach these concepts.

Teachers act as secretaries. They take dictation as children describe their experiences, ask for a label or tell a story. Teachers plan for children to dictate group and individual stories and to create their own books.

Little by little children take the responsibility for their own writing. They begin by copying letters, words and sentences or writing, figuring out and inventing their own spelling as they go. The point is, however, that children need many experiences seeing the spoken word transcribed into the printed word before they are able to read.

With each experience, either dictating or writing, likenesses and differences between letters, words and sentences are pointed out. Letter names are used. Word cards are made. Dictionaries are used and books are ever present.

It's hard to separate the process of reading from writing. The two are integrated and a part of each activity and experience.

Drawing, painting and other art activities foster handwriting skills. Drawing is probably the single most important activity for learning to write. It is critical to the development of children's evolving sense of symbol and directly assists eye-hand muscle coordination.

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## What About Mathematics?

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Math, too, is emphasized in the Kindergarten. In the Kindergarten, children construct their knowledge of number.

Anything and everything is counted. Children count all of the time and record their counts. They count votes, the number of crackers needed, children, pegs, blocks, dolls and on and on. Their counting always has a purpose. It means something to the children.

As they count, children gain understanding of one-to-one correspondence. Conservation of quantity and number are experienced as they fill cups with sand and count the number it takes to fill the blue bucket or find out that the square container overflows when only two of the red containers of water are poured into it.

# Do Workbooks Have Value in the Kindergarten?

Learning to read and write, construct concepts of number, and gain concepts of science, art, music, the social sciences, are slow, gradual and very complex processes. Because learning requires comprehension and thinking, the use of worksheets, dittos, coloring sheets and workbooks are not appropriate as a core curriculum approach.

Workbooks have no meaning for children. They are not connected to any of their experiences. Children may mechanically learn to fill in the blanks. By focusing mechanically on this task, children are distracted from the job of learning. Further, as the sheets have no meaning, children may come to associate reading, writing and mathematics as having no meaning as well.

Children who spend their time drawing, painting, putting puzzles together or playing board games, are learning much more than they could by completing a worksheet. When children dictate and write stories, reports or experience charts, they need not waste their valuable learning time filling in blanks in workbooks.

"The bad news from Piaget's theory is that number concepts are *NOT TEACHABLE*, as they can be constructed only by children, through their own mental activity."

**Connie Kamii, Ph.D.**  
Professor of Early Childhood Education,  
University of Alabama in Birmingham

## Full Day? Half Day? Four or Five? Ready or Not?

Kindergarten programs can be for children between the ages of 3 and 5 and they can be full or half day or anywhere in between. Learning to relate with other children, to cooperate, develop math, social science, science concepts, and literacy are among the goals of today's Kindergarten.

It does *NOT* matter when children begin Kindergarten, nor whether Kindergarten is for a full or half day. It does matter, however, *WHAT* children will find when they go to Kindergarten.

Children who find developmentally appropriate experiences when they enter Kindergarten will succeed. It doesn't matter how ready they are or how old. Only if the program is ready for them.

Some schools, in order to buttress children from an inappropriate, too-difficult first grade curriculum, institute

"But if child-initiated activity were more prevalent in elementary schools, grade placement would be less of an issue."

**Lawrence J. Schweinhart, Ph.D., High/Scope Educational Research Foundation**

transitional, junior, developmental, or senior Kindergartens. This practice is expensive for the school system, holds potential harm for children, and is conceptually flawed. Children sense they have failed, regardless of whether they are placed in a “transitional” or “senior” Kindergarten.

Rather than trying to change the nature of 4 and 5 year-old children, it makes more sense to change the nature of the school. The money saved from transitional programs could be used to lower teacher/child ratios and for support in implementing programs designed to meet the needs of each individual child.

Multi-age groupings, nongraded Kindergarten and primary units, in which each child proceeds at her or his own pace, are an answer. Developmentally appropriate Kindergarten experiences, as developmentally appropriate first, second and third grade experiences are cheaper to provide and do make sense.

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## What Is the Role of the Teacher?

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High quality Kindergarten programs do not happen without an intelligent, highly trained, qualified and dedicated teacher. *The teacher is the key, not only in implementing sound Kindergarten programs, but in telling others how the Kindergarten works to benefit children and our entire society.*

Adults often have vague memories of their own Kindergarten experiences. They may have more vivid recall of their high school or college experiences. With the lecture as the only teaching method they can recall, adults may be puzzled by all of the activity, play and oral language in the Kindergarten.

Teachers will continually need to teach adults as well as children. In the role of a disseminator, effective teachers have used the following ideas to help others understand the Kindergarten.

### SLIDE/TAPE SHOW

Teachers have created slide/tape shows of what happens in the Kindergarten. The slides are shown to parents, PTA groups, other teachers, or principals. Pictures of children actively engaged in learning activities, along with an explanation of the concept and skills that are being promoted, the

effectiveness of a teaching method, and the research behind the activity, are powerful communicators.

## **COMMUNITY INVOLVEMENT**

Good teachers go into the community and involve others in their program. Taking children into the community to visit a jump rope factory, businesses, or stores, children obtain first-hand experiences as a base for learning experiences.

Representatives from the community are invited to the Kindergarten. They may describe their work. The principal, supervisor and other grade teachers can also be invited to the Kindergarten. They may share a hobby with the children, read a story or just spend time with the children.

In turn, the community gains. Through their contact with the Kindergarten, representatives from the community develop an understanding of appropriate Kindergarten experiences.

## **VOLUNTEERS**

Effective Kindergarten teachers ask parents to volunteer in the classroom on a regular basis. Parents could be given a specific task to complete or decide for themselves what they are most comfortable doing when with children.

Other volunteers are recruited as well. Successful teachers involve older children, elderly volunteers and others to work with them in the Kindergarten. One teacher implemented a “Big Kids — Little Kids” science program with fifth graders and Kindergarten children working together on science activities. This experience was not only successful for the children, but communicated something of the Kindergarten program to other teachers.

## **INTERPRETING CHILDREN’S WORK**

Interpreting children’s work to others helps to foster an understanding of the Kindergarten program. Forwarding newsletters describing the work of the Kindergarten, writing notes to parents identifying the progress children are making, and sending home booklets of poems, stories and songs, lets parents know what their children are learning.

Sharing children’s work with the other teachers in the school is also beneficial. Displaying children’s work in the hall, putting copies of experience charts in the lunchroom, and placing books dictated by the Kindergarten class in the library.

## **RECORDING CHILDREN'S PROGRESS**

Observing children, teachers record their use of new vocabulary, their ability to solve problems, count, and use the written word. These records are forwarded to parents or kept to document the power of developmentally appropriate Kindergarten experiences to promote learning.

## **MEMBERSHIP ON COMMITTEES**

Teachers have the right and the responsibility to serve on committees and influence policy for children. Being informed of current legislation, and the policy issues, teachers advocate for children's rights to an appropriate Kindergarten experience.

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# Appendices

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## APPENDIX A: Support Available for Massachusetts Kindergarten Teachers

There is help for the Kindergarten teacher. The Massachusetts Department of Education offers the following programs to support teachers.

### COMMONWEALTH INSERVICE INSTITUTE

The purpose of the Commonwealth Inservice Institute is to encourage improvement in schools by awarding professional development grants to groups of educators. Funding is available on an ongoing basis with most Institute grants ranging from \$1,000 to \$3,000. The funds may be used for consultant fees and training materials.

Since 1979, the Commonwealth Inservice Institute has provided funds for over 2,000 programs serving more than 45,000 educators in 95 percent of the cities and towns in Massachusetts. Educators at all levels can utilize Commonwealth Inservice Institute funds to strengthen and refine teaching skills, acquire information, introduce new methods and materials, expand awareness of current issues and work on solutions to shared common concerns.

For information contact:

Commonwealth Inservice Institute Central Office  
1385 Hancock Street, Quincy, MA 02169

### LUCRETIA CROCKER PROGRAM

The purpose of the Lucretia Crocker Program is for the dissemination and replication of exemplary educational programs throughout the Commonwealth. Fellowships, awarded to public school teachers for sabbatical leaves, provide the technical assistance, training, and monitoring necessary to ensure that programs are successfully transferred from school to school and system to system.

All public school teachers may apply annually to their local school committees for consideration as a Lucretia Crocker Fellow.

### HORACE MANN TEACHERS

Providing financial incentives to qualified teachers and encouraging the improved utilization of teaching resources by school committees, the Horace Mann Teacher may assume a variety of responsibilities.

Horace Mann Teachers may engage in teacher training, curriculum and program development, special assistance to dropouts or potential dropouts, inservice instruction and consultancy, development and evaluation of teaching resources, home school community liaison or other types of supplementing.

All public school teachers may apply to their local school committees for consideration as a Horace Mann Teacher.

## **EARLY CHILDHOOD DISCRETIONARY GRANTS**

These funds enable the State Board of Education to award grants to local school committees to develop innovative early childhood education programs for 4 and 5 year-old children, enhance Kindergarten and transitional first grade classes, and develop creative approaches to combining early childhood education and day care programs.

Grants are made to local public school committees who may contract with other public and private agencies for services.

## **EARLY CHILDHOOD SPECIALISTS**

Specific questions and concerns about Kindergarten education in Massachusetts can be directed to the early childhood specialist at each of the six regional offices of the Department of Education.

Early Childhood Specialist Greater Boston Regional Center 75 Acton Street Arlington, MA 02174 617 641-4870	Early Childhood Specialist Central Mass. Regional Center Beaman Street, Route 140 West Boylston, MA 01583 617 835-6266
Early Childhood Specialist Northeast Regional Center 219 North Street North Reading, MA 01864 617 664-5723	Early Childhood Specialist Lakeville State Hospital P.O.Box 29 Lakeville, MA 02346 617 947-1231 Ext. 464
Early Childhood Specialist Northwest Regional Center Church Street North Adams, MA 01247 413 664-4511 Ext. 582/583	Early Childhood Specialist Greater Springfield Regional Center Macek Drive Chicopee, MA 01013 413 594-8511

## **TEACHER STUDY GROUP PROGRAM**

The Massachusetts Field Center for Teaching and Learning sponsors a competitive grants program for teams of teachers to explore issues that affect teaching and learning in their schools.

The program offers two award cycles per year with a maximum of five \$500 awards in each cycle. Grants may be used to purchase materials that are required by the study; to engage the services of people with special knowledge of the topic; to provide substitute coverage for team meetings or site visits to other schools; and other meeting related costs.

To receive further information and/or an application, please write or call the Center: 63 Main Street, Bridgewater, MA 02324 (617/697-1592).

## **ANNUAL CONFERENCE**

Another resource of new ideas and perspectives for early childhood educators is the New England Kindergarten Conference held each year in November. For further information contact:

Dr. Mary Mindess, Chairperson  
The New England Kindergarten Conference  
Lesley College  
29 Everett Street  
Cambridge, MA 02138 - 2790  
(617) 868-9600 Ext. 282

## APPENDIX B: Resources

### BOOKS

- Bredenkamp, S. (1986). *Developmentally appropriate practice*. Washington, DC: National Association for the Education of Young Children.
- Elkind, D. (1981). *The hurried child*. Reading, MA: Addison Wessley.
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- Sava, S.G. (1987). Development, not academics. *Young Children*, 42, 15.
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- Southern Association on Children Under Six. (1986). Position statement on quality four-year-old programs in public schools. *Dimensions*, 12, 25.

- Sponseller, D. (1982). Play and early education. In B. Spodek (Ed.) *Handbook of research in early childhood education*. New York: Free Press.
- Schweinhart, L. J., Weikart, D. P., \*Larner, M. B., (1986). Consequences of three preschool curriculum models through age 15. *Early Childhood Research Quarterly*, 1, 15-47.

## ASSOCIATIONS

These associations will forward free information about their services and publications. Drop them a card requesting information.

Association for Childhood Education International  
11141 Georgia Avenue  
Wheaton, MD 20902

Black Child Development Institute  
1463 Rhode Island Avenue NW  
Washington, DC 20005

Child Welfare League of America  
67 Irving Place  
New York, NY 10013

Council for Exceptional Children  
1920 Association Drive  
Reston, VA 22091

ERIC Clearinghouse on Elementary and  
Early Childhood Education  
College of Education, University of Illinois  
805 W. Pennsylvania Avenue  
Urbana, IL 61801

National Association for the Education  
of Young Children  
1824 Connecticut Avenue NW  
Washington, DC 20009

Association for Supervision and  
Curriculum Development  
125 North West Street  
Alexandria, VA 22314-2798

Southern Association on Children Under Six  
P.O. Box 5403, Brady Station  
Little Rock, AR 72215

## APPENDIX C: Conference Participants

Carolyn Ammon Williams School	Pamela Gould Halifax Elementary School
Pamela Appleton Byam School	Colleen Greene Moreau Hall Elem. School
Diane Berquist Spring Street School	Deborah Grygiel St. Philomenia School
Fay Blais Burgess Elementary School	Madeline Hagerty Highlands School
Barbara A. Boschert Worcester Public Schools	Ann Hamlen Sandwich Elementary
Patricia L. Bosia Wyman School	Mary Hayes Balliet School
Pat Bradley Horace Mann School	Erma W. Hinson Academy Avenue School
Lucinda F. Burk Lincoln, MA	Gwen Hooper Boston Association for the Education of Young Children
Muriel Canterbury Burgess Elementary School	Melissa Kaden Erving Elementary School
Charlene Costello Spring Street School	Merrill Kennison Plymouth, MA
Marilyn M. Crone Underwood School	Lynne Kimball Woodland School
Parker Damon McCarthy-Towne School	Mary Ann Kosiba Blanchard School
William L. Dandridge MA Field Center	Linda Kupka Centre School
Karen DeRusha Ward School	Mary B. Leach Elihu Greenwood School
Marsha Dilk Wales Elementary School	Arna Lewis Williamstown Elem. School
Ellen D'Isidoro Donovan School	Quimby P. Mahoney Otis Memorial School
Margaret Dooley Brightwood School	Eileen Mariani Erving Elementary School
Judith L. Foster Indian Brook School	Georgianna Marshall Balliet School
Sarah L. Gallahue Moreau Hall Elem. School	Bruno J. Marsili Brightwood School
Karon Gibson-Mueller South School	Anne Martin Lawrence School
Ruth Goldberg J. T. Hood School	Dennis McGee Pigeon Cove School

Genna McMurray	Madeline Smith
Blanchard School	Edward Everett School
Mary Mindess	Judith Spellacy
Lesley College	Robinson Park School
Ruth Morrill	Helen Stein
Woodland School	Sanderson Academy
Donna L. Morris	Renee C. Still
Sandwich Elem. School	West Street School
Marie Morrison	Mary Lou Sullivan
Truro Central School	Highlands School
Ellen Nally	Susan Swap
Martin E. Young School	Wheelock College
Karen O'Connor	Carole Thomson
MA Field Center	Dept. of Education/ Early Childhood
Linda M. Orr	Janice Tipert
Robinson Park School	Willis Thorpe School
Susan Peirce	Jane Trumy
Claypit Hill School	Williamstown Public School
Nancy J. Powers	Donna Viveiros
E.N. Rogers School	A.S. Letourneau School
Sue M. Rasala	Charlene D. Voyer
Lincoln-Eliot School	Greenmont Avenue School
Donna Ready	Beth Walima
Byam School	Pigeon Cove School
Catherine Ryan	Kathy Walsh
Smith School	Reeves School
Margaret R. Scanlon	Karen Worth
M.O. Pottenger School	Wheelock College
Carol Seefeldt	Marie Zappala-Stewart
University of Maryland	Horace Mann School
Sara Shoff	
Wampatuck School	
Rosalyn Siegel	
Edward Everett School	



